

SUPPORTING SENIOR PHASE LEARNERS IN ENGLISH - HOW PARENTS CAN HELP



This document has been produced to supplement our course overview videos for parents and signpost ways in which you can support your child to achieve their potential in English.

GENERAL

- Prompt your child to dedicate time to reading quality literature and non-fiction writing. Engaging with such materials helps to develop their vocabulary and appreciation of writer's style. Pupils who are readers will be better equipped for the demands of all components of the English course.
- Encourage your child to complete practice papers. We provide practice paper booklets written by the department (available on class Teams) and past exam papers can be accessed on the SQA website for N5, H and AH. Marking instructions can also be accessed on this site; engaging with these will give pupils a greater insight into how marks are awarded.
<https://www.sqa.org.uk/pastpapers/>
- Remind your child that they can access exemplar exam scripts and marking commentary on the SQA's Understanding Standards website. This site is primarily a support for teachers, but it is a public site that pupils can access and use to see examples of marked work at their level of study.
<https://www.understandingstandards.org.uk/Subjects/English>
- Ensure your child is aware that there are lots of resources out there (study guides, videos, websites) which can be accessed by pupils, and teachers will signpost resources that are useful; it is important that any resource and/or advice pupils engage with is of a high quality. Our resources and the advice given in class are based on our extensive knowledge of the qualifications and the standards expected by the SQA. We encourage pupils to seek clarification from us if they come across any advice that contradicts what they have been taught in class.
- Remind your child that their class Team is their hub for online resources for their English course. Teachers will share print and video resources via this platform. The Scholar website (your child should have a username and password for this) is also a useful support, particularly for RUAE.
- Encourage your child to engage with and respond to feedback, seek further support when they need it, and take advantage of any supported study sessions we offer. We are eager to do our best to support your child.

READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION (RUAE)

- Encourage your child to revise the various question types and the approaches to answering these.
- Pupils are encouraged to read high-quality journalism (particularly editorials). You may wish to read articles and discuss them with your child to encourage engagement with this activity. The Guardian newspaper's website offers subscription free access to appropriate articles (<https://www.theguardian.com/uk/commentisfree>) and English departments signpost useful articles using #N5HRUAE on Twitter.

*Does not apply to N4 English

CRITICAL READING (SCOTTISH SET TEXT AND LITERATURE FOR CRITICAL ESSAY)/AH LITERARY STUDY

- Get your child to tell you about the literature they are studying. This simple activity will allow pupils to test their recall of the texts so that they can identify gaps in their knowledge they need to fill. Moreover, by talking about the texts, pupils get the opportunity to practise using language to explain their ideas clearly - a benefit can be that written work is well-expressed.
- Encourage your child to start revising key ideas and memorising key quotations from their literary texts. Discuss study techniques (mind-maps, flashcards, quotations on display so that they are seen and read regularly, self-quizzing, getting someone else to quiz you, etc.) and help them to find and invest time on using the methods that work best for them.*
- Encourage your child to engage with all resources provided which support them to understand formats for answering the various question-types (e.g. the final question in the Scottish Set Text paper, the format for writing critical essays on one text in N4, 5 and H English, and the format for writing comparative essays and for responding to a textual analysis question in AH).

WRITING

- Discuss your child's ideas for their writing pieces with them - the opportunity to express their ideas aloud can help them evaluate what they plan to do.
- Encourage your child to dedicate time to research and planning to ensure they are well-placed to produce quality work during the writing process. This is crucial as SQA guidelines allow teachers to provide detailed feedback on only one draft; it is best if the draft submitted for detailed feedback is the pupil's best work so that teacher feedback takes pupils forward in their learning rather than simply providing areas for improvement that the pupil could have identified on their own.
- Prompt your child to dedicate time to proof reading and revising their work. Writing pieces are completed 'under some control and supervision', meaning pupils will complete some of the writing work in class and some at home. The assessment conditions allow pupils to take advantage of all the strategies and tools that are available to them to ensure that their writing is accurate:
 - Spelling and grammar checkers on desktop publishing programs can be used, but pupils must be aware of the limitations of these and use their own knowledge of language to check for errors.
 - Pupils can consider using free online writing assistants (such as [grammarly.com](https://www.grammarly.com))
 - It is recommended that pupils use resources to revise grammar rules they are unsure of (such as those available here: https://www.ole.bris.ac.uk/bbcwebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/) so that they are equipped to ensure their work is technically accurate.
 - By reading their work aloud, pupils can slow down the pace at which they read and help them to hear errors.
 - Use online resources, such as immersive reader on word on their ipad, to hear the work read aloud and help pupils to evaluate work and edit appropriately.
- Encourage your child to engage with exemplars, such as the writing pieces shared by teachers via Teams and those published by SQA in Write Times:
https://www.sqa.org.uk/sqa/files_ccc/WriteTimes2.pdf

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